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ABSTRACT

This document provides an interim report on 30 pilot projects that make up the European Community's second Programme on the Transition from Education to Adult and Working Life. The main part of the report consists of 10 sections reviewing activities in the 10 thematic or policy areas adopted, in consultation with national authorities, to facilitate analysis, comparison, and reporting on the program. The 10 areas are (1) the development and use of work experience schemes in secondary education; (2) equal opportunities for girls and young women; (3) guidance and youth information services; (4) staff development; (5) assessment and certification; (6) the integration of young migrants; (7) education for enterprise; (8) schools and social action; (9) curriculum development; and (10) cooperation and partnership in a local/regional context. A table summarizes in graphic form the theme or policy areas in which each project is working. Section 11 reviews the various ways in which the European dimension of the program has been exploited. A list giving the location, address, and objectives of each of the 30 pilot projects is appended. (YLB)

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EUROPEAN COMMUNITY

ACTION PROGRAMME

TRANSITION OF
YOUNG PEOPLE
FROM EDUCATION
TO ADULT AND WORKING LIFE

Working Document

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Contents Page

Introduction 3

Chart: projects and policy (theme) areas of the Programme 5

1. The development and use of work experience schemes 7

2. Equal opportunities for girls and young women 13

3. Guidance and youth information services 15

4. Staff development 21

5. Assessment and certification 25

6. Integration of young migrants 27

7. Education for enterprise 31

8. School and social action 33

9. Curriculum development 37

10. Co-operation and partnership in a local/regional context (the "district approach") 41

11. The European Dimension 45
    - Workshops
    - Inter-project visits
    - All-projects leaders' meetings
    - Bridging with other Community-level action
    - Dissemination

Conclusion 51

Annex: The thirty pilot projects 53

Introduction

This report gives a half-way account of the work of the 30 pilot projects which make up the European Community's second Programme on the Transition from Education to Adult and Working Life.

The Programme is based on a Resolution of July 1982 agreed by the Council and the Ministers of Education meeting within the Council. The 30 Projects are co-sponsored by the Commission and national authorities, many of them forming also part of national policy initiatives in education and training for 14-18 year olds. They are jointly financed by the Commission and the national/local authorities.

The Programme was planned to run from September 1983 to 1986. Many Projects, however, were not fully operational until September 1984, and a proposal to extend the Programme for a year, to 1987, is now being considered.

The present report is an interim one. It seems useful, however, to make known now what approaches are being used by projects in the different countries to tackle some of the main issues, even though caution must be exercised about drawing definite conclusions about them.

The report may also be helpful, for looking at possible future co-operation in this area, in that it

- is a mid-term review of progress made on the main priorities or themes set out in the 1982 Resolution (e.g. guidance, staff development, etc.).
- reflects new interests, and ideas of potential value for future policies, arising in the pilot projects (e.g. enterprise education).

- reports progress in areas in which questions and issues still need further work and experiment (e.g. assessment and certification).

The main part of the report consists of 10 sections reviewing activities in the 10 thematic or policy areas adopted, in consultation with national authorities, to facilitate analysis, comparison and reporting on the Programme. More detailed reports on the work in each area (or set of areas) will be published as the Programme nears its conclusion.

The ten areas are:

1. The development and use of work experience schemes in secondary education.
2. Equal opportunities for girls and young women.
3. Guidance, and youth information services.
4. Staff development.
5. Assessment and certification.
6. The integration of young migrants.
7. Education for enterprise.
8. Schools and social action.
9. Curriculum development.
10. Co-operation and partnership in a local/regional context (the "District Approach").

The table which follows here summarises, in graphic form, the theme or policy areas in which each project is working.

Section 11 reviews the various ways in which the European dimension of the Programme has been exploited.

A list giving the location, address and objectives of each of the 30 pilot projects is included at the end of the Report.

PILOT PROJECTS			THEMES									
Member State (MS)	Project No.	Location	1 Work Experience	2 Equal Opportunities	3 Guidance	4 Staff Development	5 Assessment and Certification	6 Migrants	7 Education for Enterprise	8 School and Social Action	9 Curriculum Development	10 Co-operation (District Approach)
Belgium	B 1	Saint-Ghislain	•			•	•		•		•	•
	B 2	Limburg/West-Flanders	•	•			•				•	
Denmark	DK 3	Aalborg	•	•	•	•					•	•
	DK 4	Hvidovre	•	•	•	•		•			•	•
Germany	D 5	Mannheim/Weinheim		•	•	•		•		•		
	D 6	Berlin-Kreuzberg		•				•		•	•	
	D 7	Kassel	•		•	•		•		•		•
	D 8	Duisburg	•		•	•		•		•		•
France	F 9	6 académies: Lille, Nancy, Toulouse, Orléans-Tours, Versailles, Poitiers	•			•	•					
	F 10	Vénissieux			•	•		•		•	•	
	F 11	58 C.I.O. (Centre d'information et d'orientation: in various parts of France	•	•	•			•	•			•
	F 12	Caen/Créteil	•	•	•	•		•			•	
Greece	GR 13	Several areas spread over the country			•	•						
	GR 14	Thessaloniki and elsewhere	•						•		•	
	GR 15	Veria, Athens, Crete	•		•	•					•	•
Ireland	IRL 16	Dublin	•	•	•	•	•			•	•	•
	IRL 17	Ireland West	•		•	•	•		•		•	•
	IRL 18	Munster/Shannon	•	•	•	•	•		•		•	•
Italy	I 19 a	Reggio Calabria			Guidance	•			•		•	
	I 19 b	Sassari	•		work	•			•		•	•
	I 20 a	Val d'Elsa	•		related	•			•		•	•
	I 20 b	Viterbo			to theme	•			•		•	
	I 21 a	Treviso	•		No.7.	•		•	•	•	•	•
	I 21 b	Avellino	•			•			•		•	•
	I 22 a	Modena	•	•		•			•		•	•
	I 22 b	Biella	•			•			•		•	•
Luxemburg	L 23	Luxemburg			•	•		•		•		•
Netherlands	NL 24	Zeeland	•								•	•
	NL 25	Rijnmond	•		•			•			•	•
United Kingdom	UK 26	Northern Ireland			•	•	•			•	•	•
	UK 27	Manchester	•	•		•	•	•	•	•	•	•
	UK 28	Glasgow	•	•	•	•	•		•		•	
	UK 29	Powys (Wales)	•			•	•		•		•	•
	UK 30	Northamptonshire	•		•	•	•			•	•	•

1. The development and use of work experience schemes

Work experience has a long history in some Member States. It is now being introduced on an increasingly large scale:

- in different sectors of the education system and for different age groups (e.g. in general compulsory education, in vocational education in full-time institutions, in special measures for unemployed young people, and also in upper secondary education);

- and with different objectives: e.g. as support for the individual development of the young people, strengthening their personal and social skills and competences; as a contribution to vocational guidance, improving young people's experiential base for vocational decisions; and as an element of vocational preparation and training, enhancing the practical side of the curriculum.

The first Transition Programme contributed to the analysis of some of the issues involved in this process of diversification [1]. The second Programme aims at taking this analysis further. More than two-thirds of the pilot projects are concerned with developing practical approaches to this wider use of work experience.

In most cases the introduction of work experience is connected to other project activities concerned with guidance, work on the curriculum, and/or the development of co-operation and partnership in the local district (see sections 3, 9, and 10). On this last point, some

1) see: Work Experience - A potentially rich learning situation; January 1983, in the final reports on the first Transition Programme.

projects have been paying particular attention to the problem of involving the social partners more closely in the preparation and organisation of work experience programmes, e.g. in Belgium (B 2); Germany (D 7); France (F 9); Italy (though, as in many other cases, contacts are mostly with employers, and less with the trade unions); the Netherlands (NL 25); and the United Kingdom (UK 27).

From the work of the pilot projects several problem areas emerge, which are being given particular attention.

(1) identifying educational objectives

The first is related to the question of how to reinforce and bring out more strongly the different educational objectives of work experience, and how to use them more effectively as part of the curriculum?

The pressure to find a job increasingly leads young people, their parents, and also sometimes their teachers, to see the value of work experience mainly as a means to finding a job, or as a chance "to prove themselves to a potential employer". In contrast, most pilot projects stress the need to design work experience programmes which are real learning opportunities, and are exploring practical approaches to meet a variety of educational objectives. Which objectives come to the fore (though many of them are linked) and what aspects of content are given priority, naturally depend on:

- the context in each country (some Member States have more varied work experience schemes than others; opportunities in rural areas are limited compared with areas with a variety of industries; etc),

- the age of the young people involved, and

- which sector of the education system is concerned.

The following list illustrates the current lines of development which can be found in the Programme.

Personal development

The use of work experience to enhance the personal development of young people (as from the age of 14), and to help them to gain social competences and skills related to working life is a major aim of some pilot projects e.g. in Denmark (DK 4); France (F 9); Ireland (IRL 17, 18) and the United Kingdom (UK 27, 30).

Vocational guidance

The role of work experience schemes as an important component in a comprehensive process of vocational guidance is being further explored in Denmark (DK 3, 4); France (F 11); Germany (D 7) and the Netherlands (NL 25). The Danish project in Aalborg is using a new model, in which work experience periods form a part of the last three years of compulsory education. Starting with "taster" placements of short duration (3 days) in the 8th form, it offers longer periods (e.g. 2 weeks) in the 9th form to gain experience in a real working situation, and again in the 10th form, then related to vocational choice. A similar "phased" approach is also being tried in Germany.

Vocational preparation

In other projects, work experience (simulated or real) is being developed as a part of vocational preparation courses. In the Dublin project (IRL 16), for example, the "work exploration centre" provides a place where space, machines, facilities and materials are available for various kinds of simulated work experience. Work in the centre helps young people (in particular lower attaining students) to develop some basic practical skills and to regain motivation and self-confidence. Other projects have also expressed similar needs (e.g. Manchester, UK 27). The Munster/Shannon project (IRL 18) is one of several

projects using real "mini-businesses" as an integral part of school-based "preparation for work" courses, enabling young people to gain experience with the whole process of planning and delivering a product or service. In one of the French projects (F 12) 50% of the 6-month work preparation course for 16 to 18-year-old young immigrants is spent on the job.

Curriculum balance

In the Italian projects (19 b, 20 a, 21 a, 22 a, 22 b) different types of work experience are being integrated into the curriculum (lower and upper secondary schools, including general and/or vocational education) to counter-balance theoretical bias; i.e. to provide "real" opportunities for practical application of theoretical instruction (e.g. related to the use of new technologies, business management).

Vocational training

The use of work experience in vocational training courses, in particular the problem ensuring a coherent and balanced relationship between theoretical instruction and vocational practice, forms an important aspect of projects in Belgium (B 2) and Greece (GR 14).

In pursuing these objectives many projects are concerned with the general problem of integrating work experience into the curriculum (which raises issues of content and length; of preparation and monitoring; of timetabling, and of co-ordination with the external site). Some projects (NL 24 and 25, I 22 a and 22 b) are also developing work experience schemes for teachers. Especially in France (F 9), and to a certain extent also in Germany (D 7) and Wales (UK 29) pilot projects attach particular importance to a further important task: the development of appropriate methods for evaluating the benefits of work experience periods in relation to the specific objectives aimed at.

(2) Extending the range of work experience programmes.

A number of projects are developing approaches to include a broader spectrum of different types of work and practical learning situations. Work for and within the local community (IRL 17 and 18, UK 27 and 30), in co-operatives (I 21 b), in off-site training workshops (D 8, IRL 16, UK 30) or simulated businesses (IRL 18, I 20 a) provide examples of this. Some of the experience of these projects suggests that the concept of community experience should be developed further, as against a more narrow concept of work experience implying experience in one of the traditional sectors of industry, commerce or services. It is also argued that the use of a wider spectrum of opportunities for work experience would not only improve the possibilities to tailor such schemes to specific educational objectives and individual needs. It could also provide better opportunities for young people to understand the changing nature of work and to gain experience with types of work which fall outside the traditional pattern of paid employment.

(3) The management of work experience schemes.

This arises both at the level of individual schools or training institutes and within a wider local/regional context.

All the projects concerned with work experience have found they need to establish and maintain effective contacts and links with firms and other institutions which can offer places. Most of them stress the need, but also the difficulties incurred, to develop a continuous working relationship between teachers and their counterparts on the work-site (e.g. the industrial tutors). Twinning arrangements between schools and firms (e.g. in France, F 9), or co-operative planning and assessment of courses jointly between teachers and industrial tutors/ supervisors (e.g. in Belgium, B 2) provide examples of how to overcome these difficulties.

A further management problem stems from the increasing mismatch between the demand and supply of opportunities for work experience. In some projects, schools encourage the students to find their own placement (with help from the teachers) and make this experience of search a specific and integral part of the scheme (e.g. DK 3; UK 27, 29). Others have been setting up special agencies or liaison groups to handle the co-ordination of placements and to help schools to plan, implement and assess their work experience programmes, e.g. the youth team in Hvidovre (DK 4), the regional co-ordination centre for work experience in Kassel (D 7), the school/industry liaison agency in Modena (I 22 a), or the involvement of the Association of Young Businessmen in Biella (I 22 b). The two Dutch pilot projects (NL 24 and 25) are specially focussed on these co-ordination and management problems. Being part of the national network of "Contact Centres for Education and Work" their task is to mobilise all local/regional resources for work experience, collecting and disseminating information on available opportunities and providing practical advice to schools and employers to use these in the most effective way.

To help the individual pilot projects (and others) to develop further their approaches to work experience, an "Inventory of published materials" has been prepared by the Commission's team and made available in the official Community languages. [1].

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1) See: About Work Experience:
An inventory of published materials, February 1985.

2. Equal opportunities for girls and young women

Exploring practical approaches to enhance equality of opportunity for girls (and boys) was one of the priority themes of the first Transition Programme [1]. In a number of pilot projects in the second Programme the theme is being further developed. Their experience has already been used in the debate at European level. In June 1985, under the Italian Presidency of the European Communities, the Ministers of Education, meeting within the Council, adopted a Resolution containing an action programme to promote equal opportunities for girls and boys in education. Some pilot projects, working with the Commission's team, helped in the preparatory work for this Resolution. Representatives from 10 pilot projects attended a high-level conference in Brussels in November 1984, which produced the recommendations on which the Resolution was based.

In addition, many of the pilot projects are developing their own work on equal opportunities:

- in Shannon (IRL 18), a familiarisation course for teachers to help them raise the aspirations of girls, is now available for use in schools;

- the two Danish projects (DK 3 and 4) have been working with employment authorities and guidance staff on vocational courses for girls in non-traditional jobs;

- a French (F 12), Irish (IRL 18) and two UK projects (UK 27 and 28) have developed strategies to raise the interest and participation of girls in new, particularly computer, technology;

- two German projects (D 5 and 6) have launched outreach programmes to involve migrant women and girls in their activities.

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1) See: Girls and transition; April 1984; in the final reports on the first Transition Programme.

All the projects now provide equal access for girls to the same project courses and activities as boys. However, some projects have found that simply making choices available is not sufficient:

- counselling is needed to help girls make choices which go beyond the traditional pattern of what is thought appropriate for girls;

- the views and expectations of 'others' (parents, teachers, employers, peers and boys) often play a much greater role in girls' choices than their own views;

- teachers need to be much more conscious of the ways in which their own attitudes, their classroom management and their teaching styles, encourage or discourage stereotyped behaviour and choices.

Some of the pilot projects hope to look in more detail at these areas:

- DK 3 is to run in-service courses for teachers to help them be more aware of stereotyping and how to overcome it.

- IRL 18 has launched a 'policy review' in several project schools, which will examine how school policy and organisation militate for, or against, equal opportunities;

- UK 28 is to run school-based conferences for teachers and pupils in the project schools to look at gender roles of men and women and how these affect girls' educational and vocational choices.

The production of an 'Action Handbook', containing ideas for implementing gender equality, is reported below in Section 11. Much of the Handbook is based on the experience of the Transition pilot projects.

3. Guidance and youth information services

Discussion of the provision of guidance and information services for young people in transition from school to work has gained considerable momentum over the last few years. Having formed already one of the working priorities of the first Transition Programme [1] this theme remains in the forefront of activities in more than two-thirds of the pilot projects in the second Programme.

A major overall objective of the projects concerned with this theme is to analyse the new demands on guidance and to develop approaches to meet them, in particular:

- the growing complexity of education and training opportunities for young people (which to some extent is a consequence of efforts to combat youth unemployment);
- new demands related to the trend that young people now stay longer in formal education;
- changing qualification requirements (both vocational and other qualifications);
- the continuing high level of unemployment and the demand for additional structures to support young people searching employment or coping with unemployment;

1) See: Action area 2, "Guidance and Counselling Services for Young People in Transition"; in: Policies for Transition; March 1984; in the final reports on the first Transition Programme,
and
Youth Information 1985; January 1985, a paper which summarises, and reflects on, the outcomes of three particular pilot projects, which have developed new approaches to involve young people actively in the development of information services related to their specific needs in the transition period.

- new trends towards improving co-operation between school and industry and/or the local community;

- the need to ensure gender equality in the process of educational and vocational choice.

In response to these developments most of the pilot projects emphasise the need to broaden the concept of guidance, to include not only information, advice and preparation for educational and vocational choices, but also to help young people with their social and occupational integration. Some guidance activities in the projects aim at extending the range of opportunities available so as to reflect a wider set of futures and draw on a wider spectrum of providers.

Experience from the projects highlights several lines for further development. [1)]

(1) integrating guidance into the curriculum

Some projects are particularly focused on integrating guidance activities into the school's curriculum, stressing the process character of guidance. Various approaches have been developed for this, including:

- the introduction of a guidance course as a special subject, either directly related to vocational choice (e.g. GR 13) or more generally to the future opportunities for young people (in Kassel, D 7).

- the development and use of different courses aiming at specific aspects/needs related to guidance; e.g. familiarisation courses for girls (and their parents and teachers) which will raise their educational and employment aspirations and make them aware of the possibility of careers in occupations not traditionally entered

1) See also: The Provision of Vocational Guidance in the European Community; Report by the Commission of the European Communities; 1985.

by women (DK 3, IRL 17, 18); or "preparation for adult life" courses (especially for low-achieving pupils, UK 30).

- visits by teachers/instructors from vocational schools (LEP) to lower secondary schools ("collèges") in Vénissieux, to teach a "sample" lesson, and illustrate the content and methods of their courses (F 10).

- the use of the whole curriculum (or large parts of it), i.e. by reviewing and/or developing subjects/courses with a view to to young people's interests. Examples of this can be found in all the Italian projects (I 19-22). They are aimed at familiarising young people with the economic and social functioning of their region, increasing their understanding of the areas for potential development in it, and motivating and enabling them to gain the necessary theoretical knowledge and practical experience so as to give them a better basis for making a vocational/occupational choice. Another example is the comprehensive project in Northern Ireland (UK 26): an important objective of its curriculum development is to educate young people more generally on the changing nature of occupational opportunity, and to increase their capacity to make sound choices.

Many of these activities are also related to other thematic areas of the Programme, in particular work experience (section 1) and curriculum development (section 9).

(2) Guidance, parents, etc.

Apart from these curricular aspects some projects are developing approaches to relate guidance activities more closely to the other roles of the school in order to broaden their guidance function. Linking guidance with regular consultations with parents, the setting up of a "guidance network" of teachers specialising in the needs of low-achieving pupils, and systematic follow-up contacts by teachers with their "weak" students after they have left school are examples of this (DK 3, 4; D 5, 8).

(3) Guidance networks

A further significant development aims at improving co-operation between schools and other institutions, or individuals, concerned with guidance. The most interesting project activities in this context are directed towards setting up, or expanding, a support structure for the guidance of young people, embracing the transition period as a whole (i.e. responding to the needs of young people during the final years of compulsory education and the first years after it), and developing new patterns of organisation for the co-ordination of all providers of guidance services in the local/regional area.

There are a number of examples for such activities, e.g.

- the step-by-step assessment and development of a new guidance provision plan with the co-operation of the local community through a "school-contact-committee" in Aalborg (DK 3);

- the "Youth-Team" in Hvidovre (DK 4) which acts as a linking agency between unemployed school-leavers, schools/training institutes, industry and various youth services available in the area, aiming at the development of a local co-operative network;

- the use of special guidance teachers in Mannheim (D 5) and Duisburg (D 8), whose task is to improve liaison between schools, parents and the various guidance and youth services in the local community, particularly for the benefit of disadvantaged young people; or the introduction of a decentralised network of locally based social/youth workers ("transition tutors") in Luxembourg (L 23), who assist young unemployed to find training or work and operate in close contact with schools and training institutes, local youth services, industry and authorities;

- the work of the 60 "centres d'information et d'orientation" taking part in the French F 11 project. This project tries to apply the positive experience gained in France with the "Permanances d'Ac-

ceuil, d'Information et d'Orientation" (a guidance support structure for 16-18 year-old young people facing difficulties with vocational and social integration) to the guidance of young people still in compulsory education, helping school, and teachers to develop guidance activities in co-operation with other local services and institutions;

- a "regional co-operation network" in Kassel (D 7) providing a permanent liaison structure between schools, youth and guidance services and industry;

- the provision of local co-ordinators to back up and assist guidance teachers in Greece (GR 13).

Obviously, most of these activities depend on (and contribute to) the development of co-operation and partnership in a local/regional context (Section 10).

(4) An integrated approach

An integrated, multi-pronged approach is implemented in the Glasgow project (UK 28). It provides guidance in secondary schools through:

- a social education programme,
- vocational preparation modules,
- using existing computer services for information,
- simulated job interviews with local employers,
- residential experience,
- closer links with other services (careers, youth enquiry service, teenage library, support team for the young unemployed),
- increased awareness of leisure facilities through practical courses in school and contact with Further Education Colleges,
- producing a youth information booklet on opportunities available in the area.

Similar developments are also taking place in the project in Manchester (UK 27).

(5) Staff Support

Most projects underline the crucial importance of improving the in-service training of teachers, to involve them more effectively in the guidance work of schools, for example:

- specific training courses of several months' duration (GR 13) or a series of shorter seminars (all Italian projects);

- analysis of pupil interviews to show how few teachers are properly aware of the training opportunities available for young people leaving school (UK 26);

In many other projects staff development programmes include in-service training related to guidance (see following Section).

4. Staff development

The attitudes and skills of teachers remain a key factor for success in all the changes envisaged in the pilot projects. Training or re-training, to assist their development, is a general need, and a feature of most projects. A wide range of methods for introducing such training was explored in the first Programme, mostly at school level, but also in other fields of work with young people (e.g. social and vocational integration projects). [1)]

(1) Teachers and the world of work

Most of the projects are concentrating on two particularly urgent tasks in staff development. The first is helping teachers to meet the new demands on them, especially by bringing them (and/or trainers) closer to the environment of their institutions and improving their understanding of the outside world. Training and information programmes/sessions have been introduced in a large number of projects on a continuing basis,

- to sensitise teachers for the need to open up schools to their local/regional context;

- to enable them to gain a broader knowledge of social and economic developments in their area, and of relevant institutions in it, which affect the future of young people and their transition to working and adult life; and

- to enhance the capacity of teachers for liaison and co-operation with external partners.

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1) Staff Development for workers with young people; January 1983; in the final reports on the first Transition Programme.

Projects in Belgium (B 1, B 2), Denmark (DK 3, DK 4), Duisburg (D 8), Galway (IRL 17), Munster (IRL 18), Italy (all projects) and Zeeland (NL 24), amongst others, provide examples for such approaches. Some projects are including in these activities intensive contact visits to firms and/or work experience placements for teachers (e.g. DK 3, I 22 a, 22 b, NL 24).

(2) Teachers and curriculum change

The second task is that of increasing the involvement of teachers in curriculum development and the management of curriculum change.

A number of projects are exploring practical methods to enable teachers to take a more active part in the design of the curriculum, and in assessing its effectiveness:

- study or working groups of teachers have been established in Aalborg (DK 3), Hvidovre (DK 4), Munster (IRL 18), Empoli (I 20a) and Modena (I 22a), to produce teaching material (e.g. on guidance, local environment, new technologies);

- in Vénissieux (F 10) and Sassari (I 19 b) and other Italian projects, teachers have been involved in the preparation of a plan ('projet') for their school to implement curriculum change;

- school-based appraisal and change, on a voluntary basis, is being tried out on a large-scale in Northern Ireland (UK 26). In Manchester, writing modules (learning units) has been a powerful stimulus to teachers to re-think and re-define their objectives (UK 27);

- in some Italian projects (I 19 a, 20 b, 21 a, 21 b) help is being given to teachers by project staff to assist them with the preparation of teaching material and with their actual teaching. In Manchester (UK 27) school-based development forms part of a local

development plan: schools are grouped to "support" each other and to speed up the change process; substantial local training resources are targetted on schools participating. In Vénissieux (F 10) and Glasgow (UK 28), team teaching has been found particularly helpful for staff development.

(3) New professional roles

Another additional need forms the main focus of the Luxembourg project (L 23): the training and deployment of new types of social/youth workers ("transition tutors"). They are not attached to individual schools but to specific local areas, acting as contact and access points, personal counsellors and liaison agents between, in particular, disadvantaged young people, schools and training institutes, youth services, employers and other relevant agencies in the local area.

Further key factors for success

Many projects emphasise that while changing the attitudes of teachers is essential, it is not the only condition for success in introducing new transition curricula; the key to success in staff development does not lie exclusively in offering more in-service training to teachers. Other important factors are seen to be:

- securing recognition for the new courses, whether from ministries (recognising the new certificates being produced) or independent examining bodies, or employers, with whom much public relation work has been done in some projects;

- reflecting this recognition in the promotion of teachers who are successful in the new style methods of teaching: they do not suit all teachers, perhaps, but those who are succeeding need to see it reflected in their salaries.

- situating 'projects' in an on-going process of 'development', coupled with action at the local/regional/national level in support of it.

The need to improve or revise "conditions of service" has also emerged in some pilot projects as a general problem affecting teachers' ability to promote change and their motivation.

5. Assessment and certification

In the first Transition Programme, some projects began to develop alternative, or complementary, assessment techniques:

- profiles, and student records of achievement, to extend the range of qualities, skills, competences assessed; [1)]
- modular or course unit assessment, where new courses were constructed in modules or units ('unités capitalisables').

Some projects in the current Programme are continuing to work in these areas. Profiles are being used in projects in France (F 9) for students' work experience. Records of achievement as well as profiles are one of the objectives in Northern Ireland (UK 26), they form an important part of two other UK projects (UK 27, 30).

The need to certificate new courses has caused all the Irish projects to develop new ways of testing and certifying, involving in Galway and Shannon, the local community. Other projects are working on joint/co-operative assessment in alternance-based training courses (B 2), on certificates for upper secondary courses (IRL 18). The further development and assessment of modular learning units is also a main objective in one part of the Saint Ghislain project (B 1).

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1) See: New Developments in Assessment: Profiling; September 1984; and
Action area 3, "Assessment and Certification"; in: Policies for Transition, March 1984; both in the series of final reports on the first Transition Programme.

What is encouraging about these schemes is the extent to which recognition is being given to the certificates being awarded. It is obviously essential that they should be recognised by employers, and credit given for them by training bodies. The development of new courses in module form, in secondary education, lends itself to that. Some progress can be seen:

- a group of examining bodies in the UK are collaborating with the Manchester project (UK 27) in establishing a system of unit accreditation/accumulation which they will recognise; similarly the Northamptonshire (UK 30) certificates are validated by the City and Guilds of London Institute;

- the Castlemilk (UK 28) project's course certificates may be accepted as 'short courses' within the recently planned Scottish Standard Grade Examinations.

10. Co-operation and partnership in a local/regional context (the "district approach")

Perhaps the most ambitious dimension of the Transition Programme concerns co-operation between those responsible for education and training and all other services and bodies concerned with young people in a local/regional context. Since its beginning the Programme has emphasised the educational value of:

- schools' "involvement with the local community", and
- co-ordination between education and other agencies/services at the local level. [1)]

More generally, this implies that local industry (i.e. firms and social partners) as well as other agencies and individuals in the local community need to develop a greater awareness that they themselves - and not only the school, the family or the state - are also co-responsible for helping young people to find a vocation in society.

The pilot projects were encouraged to explore the potential of these ideas in as many ways as possible. The practical approaches which can be identified at this interim stage of the Programme consequently reflect a wide range of activities; many of these have been already mentioned in the previous sections of this report (e.g. contacts and co-operation developed in order to implement work experience, for guidance purposes, for staff development, for curriculum change etc.).

1) The need for further development towards these objectives had already emerged during the first Transition Programme; see: Action area 5 "Involvement with the local community", and Action area 6 "A co-ordinated agency approach to transition"; in Policies for Transition; March 1984; in the series of final reports on the first Transition Programme.

6. Integration of young migrants

Since young migrants are in many cases over-represented in the groups of young people facing difficulties in their transition from school to work, several Member States have set up pilot projects specifically aimed at facilitating their social, educational and vocational integration. Other projects have designed additional or remedial measures for them, as part of their activities.

All the projects dealing with young migrants' needs emphasise the ambiguity of their situation: on the one hand, young migrants are boys and girls like their peers from the host country, with, in most cases, the same aspirations and the same problems, in particular the fact of belonging to socially, economically and educationally disadvantaged families. Therefore everything which is said on Transition in general applies also to young migrants. On the other hand, young migrants face a transition period made more complicated by a series of factors:

- language difficulties (in particular for those who did not do all their schooling in the host country) often leading to low-attainment.

- the fact that their transition is not only from school to work, but also - on a daily basis - from one culture to another, with such possible implications as:

  - problems of national and cultural identity (added to those familiar identity problems which occur during adolescence);
  - different attitudes towards education and training (which can lead either to a lack of understanding and support from the family, or to unrealistic expectations and pressures),
  - different attitudes towards work,
  - cultural and/or religious barriers to certain activities, in particular for girls;

The present section therefore only highlights some of the most interesting observations and suggestions from the projects, on how to exploit and obtain benefit from these ideas.

(1) A way of thinking

A number of projects emphasise that partnership - the district approach - is a way of thinking; a method rather than a geographical, or social, or economic, network or area. A major aim is changing the perceptions of people in the local environment - perceptions of parents, towards a more sympathetic approach to changes in schools and training institutes; perceptions of employers towards the young people they take on in work experience, etc.

A number of projects are trying to enhance attitudinal changes and practical co-operation by formally involving as wide as possible a range of representatives of local interests, e.g. in advisory groups to the project, in management or steering committees, in local liaison groups working with the project. Experience so far has not always been entirely positive yet, though it proves successful in some cases, and further emphasis will be placed on these aspects during the remainder of the Programme.

(2) Industrial links: new relationships with parents: new partnerships and structures

The "twinning" of schools and firms, much in fashion now, has proved effective in a number of pilot projects and is widely seen as helpful and desirable. But other forms of partnership can be as, or more, valuable for instance:

- new ways of obtaining the interests of parents, particularly the parents of lower-attaining students, prove increasingly valuable. Several projects (in Denmark, Germany, France, Greece, Ireland and the U.K.) are working on this aspect.

- the ambiguity of their situation: their legal status, and in some cases disagreement with, or uncertainty about, their parents' intention to return to their country of origin;

- attitudes in the host country: racism, direct or indirect discrimination, etc.

The pilot projects are concerned with three lines of approach to these issues: through language, through guidance, and through personal development/social integration.

(1) Language

On the language question, projects are working in two directions:

- teaching the language of the host country (DK 4, D 5), linked in particular with the specialised vocabulary of vocational training (NL 25); and

- mother-tongue teaching through literature activities (D 6), or with the perspective of increasing young peoples' job opportunities by consciously supporting bi-lingualism (F 12).

(2) Guidance

Guidance is a particularly difficult aspect of transition for young migrants who find it difficult to make their way between the various educational and vocational channels. Their families can offer little help due to their own lack of understanding of the functioning of the systems of the host country. Therefore, all the projects dealing with migrant young people are increasingly involving parents and the migrant community in their activities: individual visits to their homes, evening meetings to explain some aspects of school or project events, inter-cultural and social gatherings or outings, etc. Specific

measures are also taken (D 5, D 8, F 11, NL 25) to adapt the standard guidance mechanisms and procedures to meet individual needs better: one-to-one counselling, translation and/or adaptation of existing information and guidance material, development of new material, individual and group sessions with parents. In some cases these innovations have proved so successful that they are now being extended to non-migrant youngsters facing orientation problems (D 5, D 8).

(3) Personal development and social integration

Integration in school and social life is such a broad area that each pilot project can only address one or two aspects of it, some more specific than others:

- A general introduction to the society of the host country and its various mechanisms (DK 4) is particularly useful for those young migrants who have recently joined their father (in the host country).

- Remedial teaching is widely provided for those in need of additional support to bring them up to the attainment level of their peer group (D 5, F 10, UK 27).

- In order to overcome barriers between migrant and non-migrant pupils, projects have been developing activities free of cultural 'bias', enabling everybody to take part on an equal basis: these include sports and out-door residential courses (F 10, UK 27), and artistic activities - painting, music, sculpture, drama - as a method of building up self-confidence and supporting personal and social development (D 6, F 12, UK 27).

(4) Gender equality

Gender equality (see section 2) is a particularly sensitive issue where migrant girls are concerned: the traditions of their home country (and sometimes only the strictest ones are applied among emigrants) often reinforce the gender-stereotypes of the host country, reducing further their social, educational and occupational opportunities. Projects concerned have two strategies:

(4) Participation by young people

Young people's own active participation in meeting special needs of the local community is a new type of partnership to be explored. The "Young Scot" initiative linked to the first Programme has been followed up by projects in Denmark (DK 3, 4), in Ireland (IRL 18), in Luxembourg (L 23) and in the United Kingdom (UK 26, 28), where young people are involved e.g. in preparing and providing information material for school-leavers in the local area. Developments in Greece (GR 15) provide another example of young people being enabled by the school to engage actively in local community issues or welfare (e.g. by carrying out a local pollution survey, cleaning the local park, and the discussion of such issues in a local student newspaper).

A common concern in some pilot projects experiencing progress with partnership is related to the problem of ensuring continuity and coherence of co-operative links. Co-operation and co-ordination are continual needs. A danger is seen that such links can become almost entirely dependent on the motivation or the charisma of some particular individuals or on specific temporary projects. Some Italian projects are developing permanent structures to guard against this. In some cases work during the remaining period of the Programme is therefore expected to include a focus on methods for further development and maintenance of the co-operative contacts which have been created.

- to integrate them as much as possible in their general activities. This usually implies additional preparation and motivation work to ensure their participation in particular through contacts with families (D 6) or with migrant associations (DK 4);

- to develop specific measures for (Turkish) girls and young women who would not be allowed by their families to participate in other activities: e.g. a weaving project combined with general education courses (D 5), a women's centre providing literacy courses, remedial teaching, counselling, etc. (D 6).

In order to take these various steps towards a better integration of young migrants, some projects have found it necessary to set up a mixed team, reflecting the composition of the target population and including members of the minority groups (D 5, D 6, D 8, F 12), not as interpreters but in a full professional capacity, in order to establish better links with their young clients.

(5) Staff development

Innovative staff development methods (see section 4), have included group visits to the country, and sometimes the actual villages of origin of the young migrants, or of the project's foreign team members, for direct experience of the cultural difficulties encountered (by both sides) in project activities and in schools (D 5, D 6). Some projects are now developing material on aspects of their intercultural work, to be used in staff development activities at local, regional or national level: on guidance (D 5, D 8), and on mother-tongue teaching (F 12).

(6) Return

On the issue of return, links between young migrants and their region of origin are being developed by the Treviso project (I 21 a) through the setting up of a wine co-operative jointly with young Italians in Liège (Belgium) acting as importers.

7. Education for enterprise

The development of more enterprising attitudes and basic entrepreneurial skills has recently become a prominent new issue in the debate on content and objectives of curricula preparing for transition to work. It is strongly featured in some pilot projects of the current Programme, and of increasing interest to others.

The term "education for enterprise" lends itself to different interpretations, and sometimes misunderstandings. In the pilot projects concerned the common objective for enterprise education appears to be: influencing young people's attitudes and behaviour towards a more active, self-determining approach to their own future, i.e. to develop in particular their creativity and initiative. The E.E. movement is particularly about translating this fairly familiar educational objective into terms relevant to present-day economic and employment conditions, including the needs and opportunities for successful economic development at the local level.

Pilot projects have developed various approaches towards education for enterprise, which differ according to the age of the young people concerned and the types of education and training institutions involved. These approaches include:

- Project work aimed at the development of attitudes and skills, which enhance young people's ability and motivation to take on responsibilities and to manage undertakings stemming from their own initiative. Mini-companies, i.e. small (temporary) businesses based on the schools (or training institutes) and preferably fully integrated into the curriculum form an example which is gaining widespread interest, e.g. in St. Ghislain (B 1), two Irish projects (IRL 17, 18); Manchester (UK 27) and Glasgow (UK 28).

  This approach has proved successful especially with the younger age groups (e.g. those in the final years of compulsory educa-

tion), though not exclusively with them. The involvement of professionals from "real" business (e.g. bankers, accountants, technicians etc.) as consultants has in some cases (e.g. IRL 18, UK 27) provided a valuable source of experience and strengthened the realism of operations. A dominant feature of projects like the mini-companies lies in the emphasis which is placed on self-management, autonomous problem solving, planning and decision-making, on responsibility and on reliability in team work.

- A more broadly-based approach, in which a larger part of the curriculum is directed towards improving young people's knowledge and understanding of the economic strengths of their region and of potential growth areas in it. Pilot projects in Italy (all), and in Wales (UK 29) illustrate this approach. Secondary schools and vocational institutes involved in these projects aim at improving the ability of their students to discover and re-evaluate the opportunities for development which exist in their region. Particular emphasis is also placed on enhancing young people's awareness of the specific needs of the area, and the role and prospects for small enterprises and co-operatives, so as to encourage them to stay in it.

  The activities used in this approach include in-service training for teachers and the development of special curriculum units (jointly by teachers and external experts), and outreach activities by the students in the environment (e.g. project-based co-operation with firms, visits and work experience). They also involve education and training for specific competences related to the potential economic growth areas of the region (e.g. tourism, agriculture, the service sector etc.). Small experimental businesses or co-operatives may be set up and run as part of the project, (e.g. B 1; I 19 a, 21 a, 21 b, and 22 a).

A number of projects include elements of these approaches in their activities. In all cases E.E. activities are obviously strongly related to the work in other thematic areas of the Programme, in particular work experience, guidance, curriculum development and co-operation in the local district.

8. School and social action

Young people's social integration is one of the implicit educational aims of the Programme. Perhaps it is more clearly understood in terms of the symptoms of a failure to integrate, which may be:

- lack of self-confidence, direction in life, drifting,
- illiteracy,
- unemployment,
- delinquency,
- drug abuse.

Coping with these problems, and possibly preventing them, makes calls on both educational and social "services" and requires concerted action and particular forms of individual counselling. The following observations illustrate developments within the Programme with a strong focus on social integration:

- Much of the school curriculum work taking place in the pilot projects (see section 9) is aimed at preventing young people heading in these directions. The guidance curriculum and the special courses for students with special needs in Aalborg (DK 3); the programmes for low-attaining pupils in Vénissieux (F 10); Dublin (IRL 16); Manchester (UK 27) and Northamptonshire (UK 30); the experimental courses for problem students in Glasgow (UK 28); and the large-scale curriculum review in Northern Ireland (UK 26) are examples.

  Generally, these programmes include a high proportion of out-of-school activities (e.g. work with and in the community, in training workshops or "work exploration centres", residential periods) and the active involvement of social/youth workers and other adults/services from outside, co-operating with the teachers. All projects emphasise this as essential for re-developing motivation

and self-confidence, practicing social skills and experiencing a relationship with adults which differs from the situation in schools. Flexibility and responsiveness in adapting the contents/methods to the individual social and educational needs of the students, and working in small groups for this purpose, are other important features of these programmes.

- Developing approaches to "recover" potential or actual early school-leavers is another central focus in some projects. Their actions aim in particular at those young people who are likely to leave, or have left education without any formal qualification, often long before they have arrived at the final classes of compulsory schooling, and with an almost certain prospect of longer-term unemployment. Most of these approaches reflect the general experience that schools themselves are not the best places to recoup these young people. They therefore try to provide, outside the schools though in co-operation with them, opportunities to assist young people in social and vocational integration e.g.:

  - in Kassel (D 7) young people who have left school meet in a reconstructed apartment, provided by the project, to discuss their social, educational and vocational problems in an informal way with teachers and social workers. Through these contacts guidance and practical help can be offered to them, drawing on the comprehensive regional co-operation network of the project. Placements of early school-leavers in "vocational preparation" schemes with special socio-pedagogic tutorship (D 5, D 8), or the "Out Centre Approach" in Dublin (IRL 16) offering a six week programme for unqualified young unemployed in a "non-school" environment, are used in particular to help young people to identify and articulate their needs/interests, and to explore the possible opportunities available to them to meet these needs.

- In Mannheim (D 5) and Duisburg (D 8) special "contact"- or "liaison"- teachers (see Section 3) are used to identify potential drop-outs (particularly young migrants) while they are still at school. In close co-operation with the class teacher and local guidance and youth services they design a social counselling and vocational guidance programme tailored to the individual young person. It includes information on post-school opportunities in the local area, practical help with access to them, and follow-up tutorship. The project in Luxembourg "Actions Locales pour les Jeunes" (L 23) works on similar lines.

All projects emphasise that policies for better co-ordination of services at the local level are essential to combine action aimed at social integration with education and training offers for the early school-leavers. Though not part of the Programme, the "missions locales" [1] in France provide a frequently quoted example of good practice here.

- Developing closer contact with parents of young people who face problems of social integration, and possibly gaining their co-operation is also an important objective in some projects (e.g. D 5, D 8, UK 30).

Generally, positive experience in a number of projects suggests that the further development of the idea and practice of "community education" could make a significant contribution to facilitate the social integration of disadvantaged young people.

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1) There are now over 100 'missions locales' in all parts of France: they are task-force groups, with local sponsorship and central government support. They have a co-ordinating and developmental role, to improve services and facilities of all kinds, for the benefit of young people at risk ('jeunes en difficulté').

9. Curriculum development

The increasing concern about how the curriculum of secondary education can best respond to the rapid economic, social and technical change to meet the needs of the individual and of society is strongly reflected in the Transition Programme. Strengthening young people's capacity to understand the nature and direction of change, and developing the competences and skills they need to take part in it and to cope with it, are essential features in the preparation for working and adult life. Pilot projects have been dealing with implications of these changes for the curriculum during the first Programme already, considering the content, the methods and the physical context of teaching and learning. [1)]

Most projects in the second Programme continue work on these aspects, stressing even more the need to relate the curriculum to the evolving economic and social context in which young people have to make the transition to adulthood and work. They also emphasise the urgency for improving the interplay between education and training institutions and their environment.

Some projects are particularly concerned with developing a more motivating practical curriculum for "lower-attaining" pupils who are first and worst hit by the crisis of the labour market. The design and introduction of "alternative" courses, i.e. alternative to traditional examination courses (e.g. in IRL 16, 17, 18; UK 26, 27, 30); the development of special courses for weak pupils, including residential

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1) Education for Transition - the curriculum challenge; July 1984; and
Action area 1: "Transition Education"; and
Action area 5: "Involvement with the local Community", in:
Policies for Transition, March 1984; all included in the series of final reports on the first Transition Programme.

experience, information and guidance related to leisure opportunities, and practical out-of-school exploration (e.g. in DK 4; UK 28); the introduction of more project work and new flexible methods of teaching and learning (e.g. F 10); the mixing of "project-courses" and "certificate courses" to suit pupils' needs (e.g. IRL 16, UK 28); programmes for unemployed school-leavers (e.g. F 12, IRL 16); - all these provide examples of the projects' concern about developing the competences and competitiveness of the more disadvantaged. Some projects emphasise however that many of the principles reflected in these approaches should not be confined to lower-attainers only, but should be generally available to students of all levels of ability.

Three main areas of development can be distinguished:

(1) Adapting objectives/content.

Main project activities here include:

- introducing new subjects or re-grouping content, e.g. the development and use of new technology material (DK 4, IRL 17, UK 28); or developing modules on cross-subject topics (DK 4, F 10, UK 26, 30).

- using the curriculum more extensively and more coherently as a medium for guidance of young people, (see Sections 3 and 7);

- developing the personal and social skills which young people need to cope with change, job uncertainty e.g. projects in Belgium, Denmark, Ireland and the United Kingdom. Art and leisure activities in or outside the school context (e.g. in D 6, IRL 16, UK 27), have been found a good tool to help young people to become aware of their own strengths and to motivate and enable them to express their needs.

(2) Management and organisation questions.

Projects emphasise:

- above all, the need to use the outside world more systematically as a learning resource. Most schools and training institutes cannot, within their own walls, provide all the learning situations needed to enable students to understand how different institutions and services, work, or the structures and processes found in real working life. Overcoming these limitations of conventional curriculum provision is one of the major aims of the whole Programme. Most projects are therefore concerned, in one way or another, with opening up and exploiting learning opportunities which can be mobilised in the local community, and in the economy of the local or regional environment.

  Practical approaches include for example the further development of the concept of "community-based learning" in Munster/ Shannon (IRL 18); introducing/stepping-up out-of-school visits/residential experience/cultural activities in Greece (GR 15); involving parents/local community in planning and delivering courses (IRL 16, 18); and most of the projects' activities related to work experience (see Section 1) and education for enterprise (Section 7);

- the need to introduce negotiation and agreement about course design between teachers, young people and others concerned (e.g. training firms, social partners), in particular to achieve a more "needs-based" balance of work-related specific skills and educational breadth, and to co-ordinate the content of the on-job and off-job elements. Examples of positive experience with such approaches can be found in the Flemish project (B 2, where teachers, students and training firms jointly agree on course content and its assessment); in the Caen/Créteil project (F 12); in Dublin (IRL 16) and Manchester (UK 27). More adult-style relations between staff and students and a more participatory style of school/

course management are also seen as essential for effective curriculum change (e.g. GR 15, UK 27), and could be facilitated through voluntary agreement between the student and the school/training institution;

- that a high degree of organisational flexibility is required for introducing a more responsive curriculum. Some projects stress the need to examine the scope for structural change in the school timetable, and for more co-operation and joint planning between individual teachers (e.g. F 10, GR 13, IRL 18, UK 27);

- the advantages of designing and presenting the curriculum in the form of individual learning units (modules), which help to clarify the educational objectives and facilitate the progression of young people to higher levels of education and training, and assessment of their attainments (e.g. in parts of B 1, UK 27);

(3) Formal recognition of the new curricula (or elements of them):

This is a crucial factor for their successful introduction. What "currency" is attached to a new course, and what "access"- entitlements- it provides, depends usually not on the individual schools or projects but on the competent authorities, examination bodies or employers. Projects are strongly aware that new curricula need to involve proper assessment. Some of them therefore stress the urgency to agree on forms of assessment and certification, which are formally recognised and secure the status of new courses (see Section 5).

The curriculum review project in Northern Ireland (UK 26) provides an illustrative example for a large-scale attempt involving a comprehensive approach to the three main areas of development mentioned above.

- links with a wider range of "partners", extending beyond school/firm relationships. Co-operation between services is still underdeveloped in the transition field: contact between school-based and other services is generally difficult, and requires co-ordination, leadership and policy at a higher level than that of the individual school. In some project areas there has been good experience with setting up local or regional structures for liaising and co-ordinating the various services relevant for young people: e.g. The "Youth Team Service" in Hvidovre (DK 4), co-operation networks in Kassel (D 7), and Shannon (IRL 18), and youth policy co-ordinating committees in Manchester (UK 27) and Northamptonshire (UK 30). Outside the Programme, but increasingly referred to as a possible model, the French "missions locales" [1] are seen as a promising approach to co-ordinating youth policies at the local level. Some of these local liaison structures can also give teachers a new image in their local communities, derived from their being concerned with issues and activities outside the world of the school.

- involving the local community in support of its weaker members. Some projects draw successfully on such co-operation to provide tutorial help and practical opportunities for the social and educational integration of young unemployed (e.g. B 2; DK 4; IRL 16), young migrants (all German projects) or drug-users (IRL 16; I 21 a).

(3) Partnership at higher policy levels

Some projects emphasise that "partnership" and improved co-ordination at the "top" level are preconditions for effective co-operation at the school level: if there is incoherence about the value to be attached to "alternative" curricula, for example, or lack of progression between special measures, resulting from national policy, the schools/teachers cannot be expected to correct it.

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1) See footnote in Section 8.

11. The European Dimension

The European Dimension of the Programme implies that co-operation and interaction across national boundaries should be built-in and developed systematically throughout its duration. Project staff have frequently emphasised the value of this, in particular their personal experience that the European Community is not just an anonymous funding source but also means meeting people with similar concerns and problems, exchanging ideas, and benefiting from their experiences.

Three types of interaction within the Programme have been arranged:

- workshops on the policy or theme areas,
- inter-project visits,
- all-projects leaders' meetings.

Outside the Programme, the European dimension has meant 'bridging' into other Community-level action, i.e. contributing from the pilot projects' experience to policy-making in other areas of Community work (e.g. equal opportunities for girls and young women), and disseminating the results of the Programme to audiences.

Each of these is very briefly reviewed below.

Workshops

Five workshops have taken place with the following aims:

- to stimulate contact, exchange of information and dialogue between individual projects;

- to develop and discuss practical approaches to issues and problems of common concern and thus to contribute to co-operative project development, and

- to compare outcomes and draw conclusions from shared experience.

On average they brought together between 30 and 40 project leaders and other project staff for 3 to 4 days.

The workshops were focused on:

- "Project Management"; Luxembourg, June 1984.
- "Staff Development"; Milan, November 1984.
- "Young Migrants"; Duisburg, February 1985.
- "Work Experience"; Rotterdam, March 1985.
- "Education for Enterprise"; Bischenberg (Strasbourg), April 1985.

Two other workshops will be organised in the near future:

- on "Guidance"; early October 1985, in Copenhagen.
- and on Curriculum Development and related problems of Certification and Assessment (possibly early 1986, location still to be defined).

Reports summarising the main outcomes of these workshops have been made available in English and French to the projects.

Inter-project-visits

During the first two years of the Programme, 72 inter-project visits took place, involving 125 project leaders or staff. These visits are organised through bi-lateral contacts: themes of common interest are identified, dates are arranged and a draft programme established. Applications are reviewed by the Commission's team and background documentation is sent to both projects.

Visits last between 2 (minimum) and 5 (maximum) days. Re-imbursement of costs occurs only after submission of a visit report.

Specific outcomes of inter-project visits have been examined: many ideas have been transferred across national boundaries, from one project to another, including computer courses; the use of log-books and assessment sheets; the use of drama as an educational tool to develop awareness/expression; the development of "job information sheets" on training places available; educational business games for simulated work experience.

Many other ideas and approaches have been picked up during inter-project visits to be distilled directly or indirectly into other projects' activities after adaptation.

Four joint inter-project visits have also taken place, each bringing together four or five projects on the site of one of them and focussing on a specific theme:

- in Galway (IRL 17): on assessment,
- in Berlin (D 6): on young migrants,
- in Rijnmond (NL 25): on work experience
- in Manchester (UK 27): on curriculum change,
- in Hvidovre (DK 4): on the co-ordination of services for young people.

All-projects leaders' meetings

One meeting each year has been devoted to a broad policy-area discussion between:

- the National Policy Co-ordinators (responsible for national level liaison on the Programme between Ministries of Education and the Commission);

- the project directors (i.e. those politically or administratively responsible for the project, at either ministerial or regional/ local level),
- the project leaders (i.e. those responsible for the implementation of the project day-to-day activities in the field).

Bridging with other Community-level action

Promoting exchange and co-operation at the project level is only one aspect of the European dimension of the Programme - the national/local level aspect of it. Equally, if not more important is the continuing use or exploitation of the projects' experience to feed and enrich discussion of policy developments in fields related to 'Transition', at Community level:

- Two theme-areas were singled out by the Irish Presidency in 1984 for priority action in the Education Committee: action on equal opportunities for girls and young women, and the enterprise education movement. The Commission's team collaborated with the Presidency and the Committee on both. On Equal Opportunities, to complement the political action taken by Ministers in agreeing a Resolution at their meeting in Luxembourg in June 1985, the Commission's team have produced, at the Commission's request, an 'Action Handbook' of advice and suggestion based on experience in all ten countries, as a resource for stimulating and facilitating action at all levels, and in all sectors (teachers, parents, publishers, etc.), in Member States. This will be published in all languages in 1985: most governments intend to publish enlarged and adapted editions of it. It is hoped by these means to enable the Handbook to reach a very large European audience.

- A third theme-area, of increasing interest in Member countries, is certification and assessment. The Commission collaborated with the Luxembourg Presidency in 1985 to promote a discussion of the main issues and national perspective and practice in this area,

at a meeting of senior officials from Education Ministries. The Commission's team provided a discussion paper, based partly on the projects' experience, for this purpose.

- The Commission's team have also been associated with developments in the guidance field. They have contributed to the Commission's preparation of a review of educational/vocational guidance and counselling. They have provided advice, contacts, and practical help to enable the Commission, in collaboration with the Luxembourg government, to prepare a major conference in November 1985 on 'Youth information and participation', in the context of International Youth Year, as well as publishing, in the theme - report series, a paper "Youth Information 1985". And they are collaborating closely with the Commission and the French authorities in the preparation of an international meeting in Vienne in September 1985 to review partnership projects aimed at 'Jeunes en difficulté', centred on the experience of the French 'missions locales'.

- In collaboration with CEDEFOP, the team took part in a meeting, arranged by the Commission in 1984, to review the participation of the social partners in development work in the projects. The purpose was to work towards producing guidelines which would facilitate and stimulate their more active involvement. A further meeting is planned, to carry the process forward.

- By the end of 1985, the Commission will be reporting to the Education Committee on its studies of issues/needs in two areas: adult illiteracy and the integration of the handicapped. The Commission's team are active participants in this work. The links between adult illiteracy and school failure/drop-out are obviously direct in many cases; and while few handicapped are taking part in the current Transition projects, there is some relevant experience to draw on.

- Between Spring and Autumn 1984 members of the Commission's team visited the Education Ministries and other relevant authorities

to collect information and hold discussions on recent developments in education and vocational training policies and practice. This visit tour was jointly prepared with the National Policy Co-ordinators for the Transition Programme. Its main intention was to up-date information on the policy context in which the pilot projects operate, and to contribute to the Commission's internal documentation on relevant developments in the transition field. The results of these visits were written up in a set of "country papers", and are available as part of the Eurydice network "dossier" on each Member State.

Dissemination

The 'European dimension' is also developed, in an important way, by the dissemination of reports on the work - so far mainly, but not exclusively, the work of the First Programme's projects. All these reports are thematically-based. They analyse and review the work going on in several countries in a theme-area: in that way they stimulate interest and awareness of other countries' developments, and foster a more European spirit. The scale of interest in the Programme's work is now substantial.

The total number of requests received for Programme material (up to 1 August 1985) was over 44,000.

Conclusion

As pointed out in the Introduction, this report is an interim, half-way, account of the Programme. Fuller reports on the main theme areas, treated individually or grouped, will be prepared as the Programme advances towards its conclusion in 1987. These will be made available by the Commission through the IFAPLAN Programme Information Office, Brussels (address on the cover of this report).

ANNEX

The Thirty Pilot Projects

The list below gives addresses for direct contact, a brief description of the area concerned and the objectives of the pilot projects.

Belgium

(B 1) Saint Ghislain - Contact: Jules Robert,
35 rue Centrale, 7050 Maurage-la-Louvière.
Tel: (32).64/662614.
Area: a mixed urban-rural area with declining industry, and a fairly stable population of migrants.
Objectives: harmonisation of training systems in the region for 14-18 year-olds who are at school either full-time or part-time, using a modular training system.

(B 2) West Flanders - Contact: Gilbert Demeestere,
Alternerend Leren, Kamer voor Handel en Nijverheid, Casinoplein 10, 8500 Kortrijk.
Tel: (32).56/216601
Limburg - Contact: Annette Machiels,
Alternerend Leren, G.O.M. Limburg, Kunstlaan 18, 3500 Hasselt.
Tel: (32).11/222964, ext. 214.
Area: Both areas have high youth unemployment, and Limburg has a large migrants population.
Objectives: new courses of alternating training and work experience for young people, including young unemployed.

Denmark

(DK 3) Aalborg - Contact: Hans Bruun,
Udskoling- et EF projekt, Skoleforvaltningen, Hasserisvej 174,
9000 Aalborg.
Tel: (45).8/112211, ext. 4170.
Area: a shipyard and commercial town in North Jutland; teachers and counsellors in Folkeskoler and other schools.
Objectives: to improve the use of work experience, careers education and guidance.

(DK 4) Hvidovre - Contact: Peer Lindholm,
Skole og Fritidsforvaltningen, Hvidovrevej 59A, 2650 Hvidovre.
Tel: (45).1/781211, ext. 1207 or 1208.
Area: a suburb of Copenhagen.
Objectives: 14-16 curriculum development, and developing co-operation between guidance counsellors and other agencies providing services for young school-leavers.

The Federal Republic of Germany

(D 5) Mannheim/Weinheim - Contact: Helga Reindel,
EG Modellversuch, Beratungsstelle, H2 2, 6800 Mannheim 1.
Tel: (49).621/147390.
Area: in the two cities of Mannheim and Weinheim, and the area around Weinheim.
Objectives: co-ordination of all existing support facilities in the region to improve young migrants' access to vocational education and training.

(D 6) Berlin - Contact: Christel Hartmann,
Jugend- und Kulturzentrum, Schlesische Str. 27, 1000 Berlin 36.
Tel: (49).30/6124095.
Area: Kreuzberg district of Berlin, an inner-city area with a high percentage of migrants.
Objectives: to encourage inter-cultural contact between Germans and Turks through theatre, literature, music, painting, and photography.

(D 7) Kassel - Contact: Wolfgang Caspar,
Regionales Verbundsystem Kassel, Hauffstrasse 5, 3501 Fuldatal 1.
Tel: (49).561/818158 or 8101106.
Area: the city and region of Kassel.
Objectives: to promote inter-agency co-ordination in the region, between the employment offices, firms and lower secondary schools.

(D 8) Duisburg - Contact: Peter Werner,
EG- Modellversuch, Rathaus, 4100 Duisburg.
Tel: (49).203/2834430 or 2834427.
Area: Duisburg, Oberhausen and Moers.
Objectives: to develop guidance and vocational preparation for low-attaining pupils before and after the end of compulsory education.

France

(F 9) 6 académies - Contact: Patrick Chauvet,
Direction des Lycées (DL 4), Ministère de l'Education Nationale,
107 rue de Grenelle, 75007 Paris.
Tel: (33).1/45501116.
Area: 20 vocational schools spread over 6 regions; Lille, Nancy, Toulouse, Orléans-Tours, Versailles and Poitiers.
Objectives: assessment and the value of work experience for personal and social development, and the improvement of work experience schemes.

(F 10) Vénissieux - Contact: Gérard Robert,
Lycée du Parc, Bld. Anatole France, 69006 Lyon.
Tel: (33).7/8698112, ext. 3371.
Area: a large housing estate in the suburbs of Lyon.
Objectives: improving the curriculum, guidance and social integration of low-achievers.

(F 11) 60 C.I.O. - Contact: Yvette Maître-Donnet,
Division de l'Information et de l'Orientation, Directions des Collèges (DC 14), Ministère de l'Education Nationale, 107 rue de Grenelle, 75007 Paris.
Tel: (33).1/45500028.
Area: 60 information and guidance centres distributed throughout 15 regions.
Objectives: Reappraisal of the guidance process, and its links with the curriculum of lower secondary schools.

(F 12) Caen/Créteil - Contact: Maggy Pillods,
CREDIF, 11 Ave. Pozzo di Borgo, 92211 Saint-Cloud.
Tel: (33).1/46026301.
Area: disadvantaged suburbs of Paris.
Objectives: the social and vocational integration of young migrants, emphasising the value of their bi-lingualism.

Greece

(GR 13) SEP - Contact: Kostantinos Markopoulos,
KEME SEP, Mesogion 396, 15341 Ag. Paraskevi, Athens, Attiki.
Tel: (30).1/6557367 or 6468113.
Area: initially in Athens and north-western Greece; expanding elsewhere.
Objectives: development and testing of a new training programme for teachers of careers education and guidance, and the development of regional centres to support their work.

(GR 14) AGRO - Contact: Ioannis Kazazis,
Athens TEI, Ag. Spyridonos, Aegaleo, Athens, Attiki.
Tel: (30).1/5907897 or 6810725.
Area: Patras, Heraklio, Larissa, Kavala, Kozani and the Thessaloniki area - rural areas with village co-operatives.
Objectives: to train young people in management for jobs in agricultural co-operatives.

(GR 15) LINK - Contact: Eirene Georgadou,
c/o. A. Kalofolias, Ministry of Education, 15 Mitropoleos Street, Athens, Attiki.
Tel: (30).1/3235717.
Area: Rethymno (Crete), Veria (Macedonia) both mixed agricultural/industrial areas, and Nea Philadelphia (a suburb in North Athens).
Objectives: the experimental application of the new comprehensive upper secondary schools with emphasis on participation in, and by, the local community.

Ireland

(IRL 16) Dublin - Contact: Tony Crooks,
CDVEC, Curriculum Development Unit, 28 Westland Row, Trinity College, Dublin 2.
Tel: (353).1/602433 or 602557.
Area: an inner-city area.
Objectives: the social and vocational preparation of young people with poor prospects of employment, including special courses for young women.

(IRL 17) Ireland West - Contact: Marian O'Riordan,
Curriculum Development Centre, Town of Galway V.E.C., Island House, Cathedral Square, Galway.
Tel: (353).91/62266.
Area: Galway Town, and South County Mayo.
Objectives: "integrated education" emphasising the utilisation of the out-of-school environment.

(IRL 18) Munster/Shannon - Contact: Jim Gleeson,
Curriculum Development Centre, St. Patrick's Comprehensive School, Shannon, Co. Clare.
Tel: (353).61/61878.
Area: in Munster; basically agricultural with considerable industrialisation.
Objectives: the development of new two-year post-compulsory programmes, particularly for those unlikely to achieve well in the existing Leaving Certificate; and including programmes for girls.

Italy

(I 19a) Reggio Calabria - Contact: Francesco Latella,
21 Via Petrillina Diramazione I, 89100 Reggio Calabria.
Tel: (39).965/331650.
Area: coastal area, mainly agricultural.
Objectives: to encourage pupils to acquire business knowledge, particularly about co-operatives and small companies, and a basic understanding of the tourist industry.

(I 19b) Sassari - Contact: Giancarlo Arru,
c/o. Provveditorato agli Studi di Sassari, Corso G. Angioi 1,
07100 Sassari.
Tel: (39).79/271381.
Area: the towns of Sassari (agricultural), Porto Torres (industry in decline), and Alghero (tourist industry).
Objectives: to provide in-service teacher training aimed at making pupils aware of job opportunities in the tourist industry.

(I 20a) Val d'Elsa - Contact: Giuseppe Italiano,
Istituto professionale, Via Duca D'Aosta, Castel Fiorentino (FI).
Tel: (39).571/633083 or 633593.
Area: the district of Val d'Elsa, in the province of Florence.
Objectives: to promote a greater understanding of local industry and the local labour market in schools. Also to introduce micro-computer technology for information purposes.

(I 20b) Viterbo - Contact: Massimo Fagiani,
c/o. Provveditorato agli Studi di Viterbo, Viale Trento 32,
01100 Viterbo.
Tel: (39).761/221301.
Area: the province of Viterbo, agricultural with some tourism, with considerable industrial development.
Objectives: to promote a greater awareness in schools of developments in the local economy.

(I 21a) Treviso - Contact: Adriano Maccari,
Liceo Scientifico, Via Kennedy 12, 31015 Conegliano (TV).
Tel: (39).438/35944 or 438/3611.
Area: the zone of Sinistra Piave in the province of Treviso.
Objectives: to improve young people's knowledge of local resources, particularly agricultural ones.

(I 21b) Avellino - Contact: Alfonso Biondi,
Istituto Tecnico Geometri "D'Agostino", Via Circumvallazione, Parco Cappucini, 83100 Avellino.
Tel: (39).825/33041 or 30720.
Area: the province of Avellino, 40 communes, 80% in the zone struck by the 1980 earthquake.
Objectives: the encouragement of local agriculture by courses and seminars for teachers and pupils in the lower and upper secondary schools.

(I 22a) Modena - Contact: Ennio Ferrari,
Provveditorato agli Studi di Modena, 100 Via Rainusso, 41100 Modena.
Tel: (39).59/335335.
Area: the commune of Modena and its surrounding communes.
Objectives: the development of pupils' awareness of their economic and social environment, with emphasis on the new technologies, in lower secondary schools.

(I 22b) Biella - Contact: Novarino Panaro,
Ufficio Scolastico Regionale del Piemonte, 32a Corso Matteotti, 10121 Torino.
Tel: (39).11/531784.
Area: the area of Biella in the province of Vercelli, with a mainly small-scale textile industry.
Objectives: the improvement of guidance and orientation towards job opportunities in advanced technologies.

Luxembourg

(L 23) Luxembourg - Contact: Fernand Sauer, c/o. I.F.E.M., 75 rue de Bettembourg, 5811 Fentange.
Tel: (352).369441 or 369442.
Area: 4 regional locations, including urban and rural areas.
Objectives: the vocational and social integration of young people without vocational qualifications.

The Netherlands

(NL 24) Zeeland - Contact: Jo Neve,
COA Zeeland, Postbus 2034, 4460 MA Goes.
Tel: (31).1100/30548.
Area: the province of Zeeland.
Objectives: the development of a co-ordination centre (COA). One of its tasks is to increase, and improve, work experience provision for pupils in secondary education, and for teachers.

(NL 25) Rijnmond - Contact: Paul Schings,
COA Rijnmond, Postbus 23049, 3001 KA Rotterdam.
Tel: (31).10/111320.
Area: the Rijnmond region, including Rotterdam and 15 smaller cities.
Objectives: improve the co-ordination of work experience placements, and develop vocational guidance in the curriculum.

The United Kingdom

(UK 26) Northern Ireland - Contact: Jack Eaton,
TRAWL Project, NICED Information Office, Stranmillis College,
Stranmillis Road, Belfast BT9 5DY.
Tel: (44).232/666212.
Area: a mixture of secondary schools throughout Northern Ireland.
Objectives: school-based curriculum review and development, and case- and content-studies.

(UK 27) Manchester - Contact: Mike Cockett,
ACS Project Office, Manchester Polytechnic, Elizabeth Gaskell Site,
Brook House, Hathersage Road, Manchester M13 05A.
Tel: (44).61/2254200.
Area: 7 schools in the inner-city and suburbs.
Objectives: to develop an alternative curriculum for 14-16 year-old pupils.

(UK 28) Glasgow - Contact: Evelyn C.M. Lennie,
Glenwood Secondary School, 147 Castlemilk Drive, Glasgow G45, Scotland
Tel: (44).41/634582.
Area: post-war housing estate south-east of Glasgow (Castlemilk).
Objectives: curriculum development, improved guidance, and community-based activities for all 14-16 year-old pupils, especially under-achievers.

(UK 29) Powys - Contact: Kathryn Livingston,
Powys Rural Enterprise Project, Radnor College of Further Education,
Llandrindod Wells, Powys LD1 5ES, Wales.
Tel: (44).597/4407.
Area: a rural county in mid-Wales.
Objectives: to develop curricula with a special emphasis on business and craft job opportunities in a rural area.

(UK 30) Northamptonshire - Contact: Lynn Lewis,
Project Office, Cliftonville Middle School, Cliftonville Road,
Northampton NN1 5BW, Northamptonshire.
Tel: (44).604/28853.
Area: a mixture of schools in an industrial/rural county.
Objectives: development of new curricula for 14-16 year-old pupils with emphasis on community-based activities, school-parent co-operation, and work experience.

This paper is one in a series which is being produced on behalf of the Commission of the European Community on issues related to the Transition of Young People from Education to Working and Adult Life. It was prepared for the Commission by a team employed by IFAPLAN, an applied social research institute, based in Cologne.

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